Email Subject Line

- Does it matter HOW he takes out the trash?

Compliance or Conversion?

Evaluation of Implementation of
Priority, Focus or Pre-Intervention Plans

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SCHOOLS OF EXCELLENCE AND EQUITY: CLOSING ACHIEVEMENT GAPS VIA
ACADEMIC OPTIMISM

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Research Question

How are principals of K-5 public "Honor Schools of Excellence" pursuing…excellence, and systemic equity in a suburban southeastern county?

Data Sample

- 24 Similar and High Performing
  - Half Small Gap Schools (SGS)
  - Half Large Gap Schools (LGS)

  Minority Population 18%+

  A. 12 LGS = 15 to 30% gaps [65 to 78% proficient]

  B. 12 SGS = 8 to 14% gaps [81 to 87% proficient]

7 Similarities in Collective Efficacy

1) Learning through staff development
2) Learning through observation
3) Collaboration through leadership teams
4) Grade-level collaboration
5) Interview teams
6) Support for teachers
7) Caring about teachers

Student Achievement is a Collective and Collaborative Effort

SIMILARITIES

➤ Parents and community members support student achievement.

➤ The Leadership Team serves as a vehicle for decision-making.

➤ **Implementation of the Professional Learning Community model**.

DIFFERENCES

➤ While Parent and Community involvement was evident at both small and large gap schools, it was much more prevalent in the small gap schools.

➤ While Leadership Teams were used for decision-making at both small gap and large gap schools, the practice was much more prevalent at the small gap schools.

➤ While the PLC model was implemented at both small and large gap schools, it was more prevalent in the small gap schools and was also much more focused on individual student's needs, planning, student work, various assessments, and instructional methodology/resources.

Small Gap Schools Describe PLC

There is a real emphasis on collaboration. Our (grade-level) teams plan together at least twice a week. And in that planning we recognize that every teacher won't be doing the same thing in the same way. But they're talking about instruction, they're talking about lesson plans, they're talking about student achievement, and they're looking for ways to help each other be successful, and they're sharing resources. But everybody doesn't have to do the same work alone because we share the instructional planning, we share looking for resources, and we share looking at assessments. Then you can build on everything. (SGS1-P)

Large Gap Schools Description of PLC

We are trying to form more coherent and more cohesive professional learning communities so that we can examine the data and make sure that the curriculum is covered accurately every nine weeks... so that they don't get to the end of grade test in the spring and realize that they still have half of the curriculum goals left. (LGS2-P)

Conversion!!!

- They didn't do PLCs
- They morphed into a Professional Learning Community

I'm NOT here to:

- Give you tips on how to complete yet another School Improvement form

  Or

- Describe some new evaluation requirement

  Or

- Defend any bureaucratic practice coming out of ADE or USDOE

Big Idea 1

- Yes, you should monitor/evaluate compliance.
- Evaluating conversion will tell you the true depth of implementation.

Paper Implementation

- Actions really only take place on paper
- Typical when the only worry is some outside agency requires a paper trail

Dean Fixsen

Process Implementation

- The only actions are those designed to allow the program to operate such as new procedures, new positions created and filled, professional development is given
- Mission statements revised, culture discussed
- Perhaps even information is gathered and analyzed

Performance Implementation

- The program is internalized and benefits are tangible

PLC

- They are explained and everyone is trained
- People meet in their new PLC's
- Forms are filled out, collected and maybe even analyzed

Performance Implementation

- Core components are not only observable, but seem to be at home
- The intended effects become evident

PLC

- Teachers not only meet in PLCs but they seem to think in a PLC manner
- Teachers make changes in their teaching out a professionally thoughtful and reflective demeanor

Big Idea 2

- Compliance checks are fairly straight forward
- Conversion checks are trickier

Big Idea 3

- Conversions run deeper and stronger and can survive some turnover